Special Educational Needs and Disabilities (SEND) Information Report

Sir Roger Manwood's School

SEND Governor:
Mrs E Read
SENCO/SEND Team:
Mrs K Hurst, Designated Senior Leader (SENCO)
k.hurst@srms.kent.sch.uk
Contact No. 01304 610200
SEN Team:
Mrs A Godden, AEND Manager
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Key contacts

If you have a question or concern about your child's special educational needs, please contact:

- **Mrs K Hurst, SENCO**: k.hurst@srms.kent.sch.uk
- **The SEND team**: aen@srms.kent.sch.uk or 01304 610200

For day-to-day questions about lessons or wellbeing, you can also contact your child's teachers, form tutor or pastoral team.

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

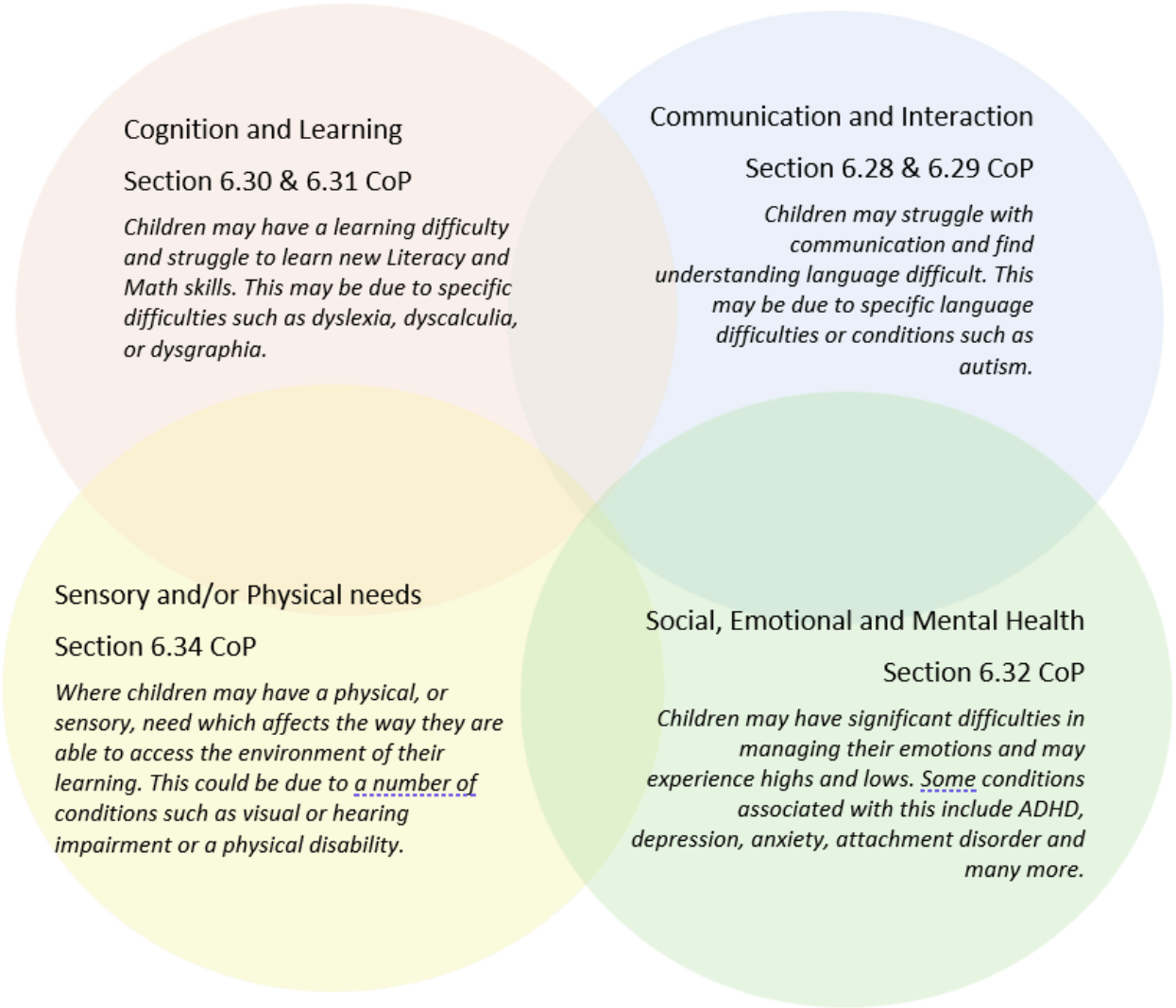
You can find our SEND policy on our website:

https://www.manwoods.co.uk/attachments/download.asp?file=611&type=pdf

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



The four broad areas are: communication and interaction (for example, autism or speech and language needs); cognition and learning (for example, dyslexia, dyscalculia or dyspraxia); social,

emotional and mental health (for example, anxiety, low mood or ADHD); and sensory and/or physical needs (for example, hearing or visual impairment, or a physical disability).

Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)

2. Which staff will support my child, and what are their key responsibilities?



At Sir Roger Manwood's School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Our SEND provision is led by Mrs K Hurst, our Designated Senior Leader for SEND (SENCO), working with Mrs A Godden, our AEND Manager.

Mrs H Taylor is our Regulation Room Manager (SEN Hub).

Mrs L Holden is our Learning Support Assistant.

Mrs C O'Connor is our Specialist SEN Teacher and Literacy Coordinator.

Mrs E Read is our named AEN Governor.

You can contact the team on 01304 610200, or by email at k.hurst@srms.kent.sch.uk or aen@srms.kent.sch.uk.

Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Mrs K Hurst, the school's Designated Senior Leader for SEND.

She works alongside Mrs A Godden, our AEND Manager.

Mrs Hurst has 5 years' experience in this role. She is a qualified teacher with a specialism in Maths, an experienced pastoral leader, and has a background in SEN specialist provision before joining us at Sir Roger Manwood's School.

She achieved the National Award in Special Educational Needs Co-ordination in 2022.

She continues her professional development through annual SENCO training provided through the local offer.

Class/subject teachers

All of our teachers are teachers of SEN. All staff receive ongoing SEN training in school, covering strategies for the main areas of need, including autism, ADHD, Specific Learning Difficulties including Dyslexia,, processing difficulties, and social, emotional and mental health needs. Teachers are supported by the SENCO to meet the needs of pupils who have SEN.

As part of their continuing professional development, staff receive awareness training in identified areas of SEND. Where a training need goes beyond this, we find a provider to deliver it, funded through our notional SEND funding or another available source.

Our SEN team

We have a small SEN team led by Mrs Hurst. Alongside her are our AEND Manager, the manager of our SEN hub, a teaching assistant, a specialist SEN teacher and our literacy coordinator.

These staff deliver regular interventions for literacy difficulties, specific learning difficulties, social, emotional and mental health (SEMH) needs and neurodivergence, as well as for any other needs identified in external reports.

Our pastoral team also supports pupils with their emotional wellbeing and personal development, working closely with the SEN team.

External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families.

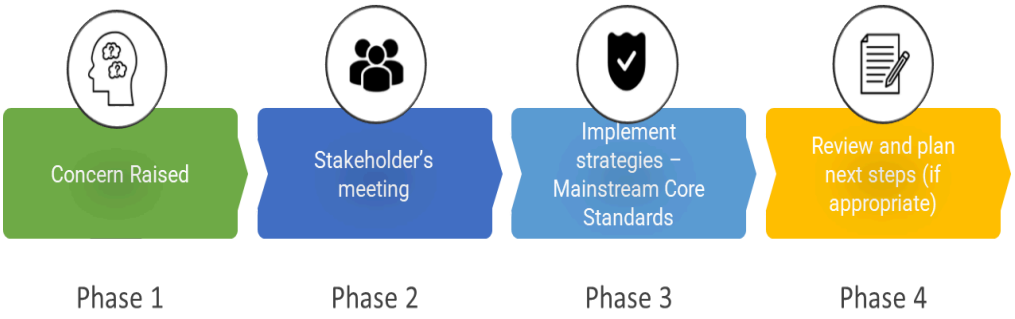
These may include:

- Children and young people's mental health services (CYPMHS, formerly CAMHS), including ChYPS
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners

- Occupational therapists
- KCC Integrated Children's Services
- Kent County Council's Communication and Assistive Technology team
- Emotional wellbeing teams
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisations



3. What should I do if I think my child has SEND?

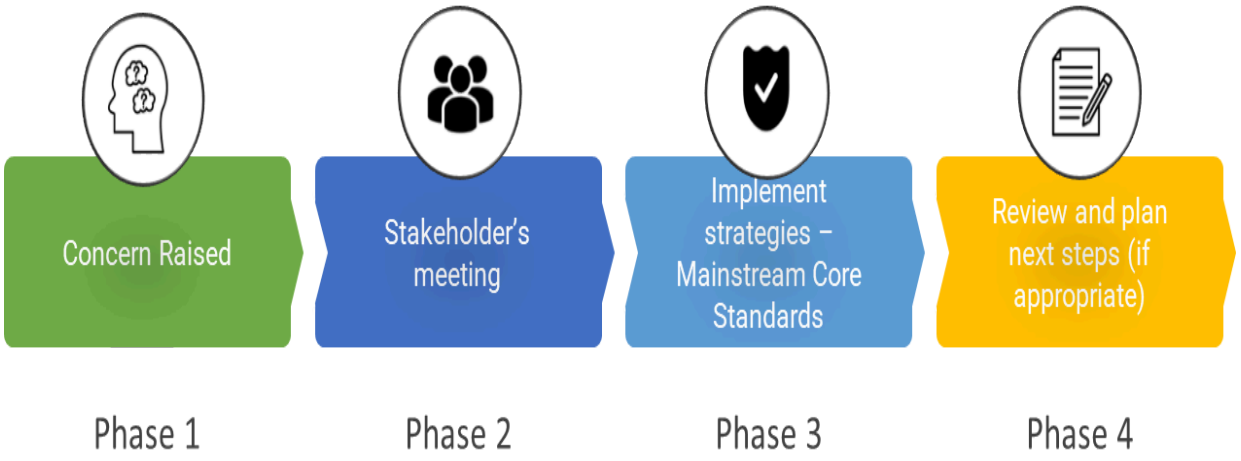


Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. Please contact our SENCO, Mrs K Hurst, at k.hurst@srms.kent.sch.uk, or the SEND team on 01304 610200 or at aen@srms.kent.sch.uk.
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/__data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

4. What happens if the school identifies a need?

We monitor the progress of every pupil at least three times a year, and use a range of assessments at different points, such as literacy screening. Where a pupil's progress is not sufficient, even if a special educational need has not been identified, we put extra support in place to help them catch up. This might include group or one-to-one support, counselling, anger management, social skills work, timetable adjustments or wellbeing support.

The same process is followed if a concern is raised by the school.



All our teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include their literacy, their progress in subjects, or their social and emotional development.

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and the school will contact you to discuss the possibility that your child has SEND, and, in consultation with you, we may use a range of assessment tools to understand the cause of the difficulty, such as screening for dyslexia, or processing difficulties, or wellbeing questionnaires, and

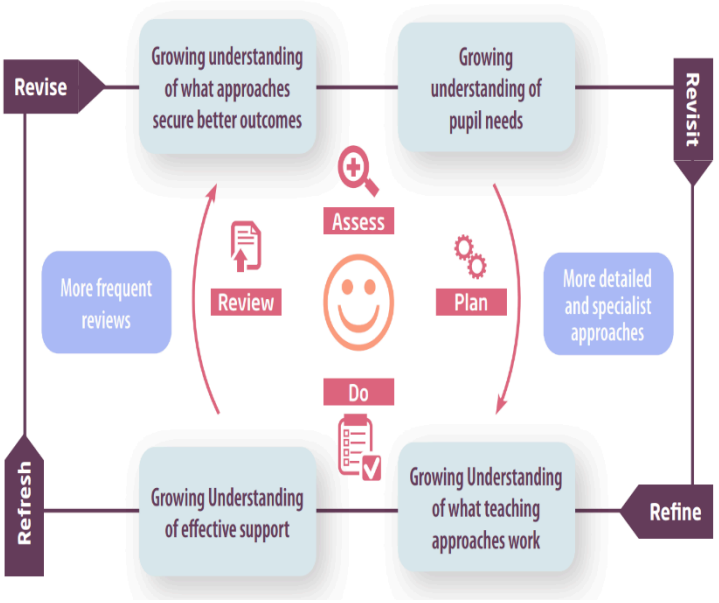
seek advice from external specialists where appropriate. We will then follow the graduated approach (see previous page). We identify a pupil as having SEN when we are making provision for them that is additional to and different from what is normally available. If your child can keep making good progress without that extra provision, they will no longer be identified as having SEN. We will always let you know if this changes.

5. How will the school measure my child's progress?

Every pupil's progress is tracked at least three times a year. Pupils with SEND may also have more frequent assessments so that we can check they are building their skills in key areas. If these assessments show your child is not making adequate progress, we will review and adjust their SEND support plan.

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this in the form of a Pupil Passport and share it with you and all relevant school staff.
Do	We will put our plan into practice. Your child's teachers, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to

	improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

6. How will I be involved in decisions made about my child's education?

Every pupil's progress is tracked three times a year, and you will receive a report on your child's progress. All teachers and support staff who work with your child are made aware of their needs and of the teaching strategies that work best for them, which are recorded in their pupil passport.

We keep in regular contact with parents of pupils with SEND through individual meetings, parents' evenings (always attended by a member of the SEND team) and parent forums. You and your child are invited to contribute to their pupil passport, and we review it with you.

If your child has an EHC plan, they will also have a provision plan setting out how the support in their EHC plan is delivered in school, and you will be invited to contribute to and attend an annual review, which wherever possible will include other agencies involved with your child.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact the SEND team on 01304 610200 or at aen@srms.kent.sch.uk. You are welcome to request a meeting at any time outside the scheduled reviews. For subject-specific or day-to-day pastoral questions, you can also contact your child's teachers, form tutor or pastoral team.

7. How will my child be involved in decisions made about their education?

Once your child is identified as having SEN, they will be actively consulted and involved in shaping the support we put in place through person-centred planning. Our ultimate goal is to prepare our pupils for life beyond school by helping them gradually build the confidence and skills to independently manage their own needs. Because every young person's pathway to independence is unique, the level of involvement and timing will look different for everyone. While parents naturally play a larger role when children are younger, we work on a case-by-case basis alongside you to help your child take greater ownership of their journey as they grow.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey
- Contribute to their EHC plan annual review, if they have one
- Contribute to their pupil passport, saying what is working well for them and what needs to change



8. How will the school adapt its teaching for my child?

We follow Kent County Council's Mainstream Core Standards on adapting teaching, the curriculum and the learning environment, so that our teaching follows best practice. We also use the advice from internal and external assessments and the strategies set out in any EHC plan.

Our Accessibility Plan sets out how we increase disabled pupils' access to the curriculum, including after-school activities and educational visits, as well as how we are improving access to our buildings and the way we provide written information. You can read it here: https://www.manwoods.co.uk/attachments/download.asp?file=614&type=pdf

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.



High-quality teaching is our first step in responding to your child's needs. Regular training in effective, evidence-based strategies means your child's teachers have the knowledge and skills to adapt their teaching. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum; we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



- Adapting our resources and staffing

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need

- Scaffolding lesson materials

We may also provide the following interventions:

Depending on your child's needs, these may include: literacy and reading interventions; support for specific learning difficulties; speech and language support; social skills groups; emotional wellbeing support and counselling; help with exam anxiety; mentoring; pastoral check-ins; one-to-one or small group teaching; precision teaching; ICT learning software; and bespoke support such as anger management. Where pupils need access arrangements in tests and exams (such as extra time, a reader or the use of a laptop), we assess them and put arrangements in place in line with exam board rules, alongside any assistive technology they need.

These interventions are part of our contribution to Kent County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

Each review of your child's SEND support plan is informed by your views, your child's views and those of their teachers, together with assessment information showing whether they are making adequate progress. Every pupil with SEND, with or without an EHC plan, has an annual review of their provision.

We will evaluate the effectiveness of provision for your child by:



- Reviewing their progress towards their goals three times a year
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using our school tracking systems to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school ensure my child has appropriate resources?

As part of our budget we receive notional SEND funding. We use it to keep the quality of teaching high and to provide additional and different support for pupils who need it. The school provides up to £6,000 a year of support for a pupil with high needs; above that amount, the local authority should provide top-up funding. Where external advisers recommend equipment or facilities we do not have, we aim to buy them with this funding or seek help from external agencies. For specialist communication equipment, we seek advice from Kent County Council's Communication and Assistive Technology team.

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to classroom provision#
- Specialist one to one or small group intervention
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



We aim to offer all clubs, trips and activities to all pupils, whatever their additional needs. Where reasonably practicable, we will use the resources available to us to provide extra adult support so that your child can take part safely.

We are committed to inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our clubs and enrichment activities.

All pupils are encouraged to go on our school trips, including our residential trips. All pupils are also encouraged to take part in sports, house and community events, drama and music, and workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



Sir Roger Manwood's School is a selective grammar school. Year 7 admissions are coordinated by Kent County Council, and pupils qualify for a place through the Kent Test. Pupils joining other year groups or the sixth form apply through our in-year or sixth form admissions process. Our admission arrangements do not discriminate against or disadvantage disabled children or those with special educational needs. Decisions about the admission and placement of pupils with an EHC plan are

made by the local authority, which liaises with the school. Pupils who meet the entry criteria and whose EHC plan names the school will be admitted before any other places are allocated.

- Access arrangements for entry tests: if your child has access arrangements for the Kent Test or in their current school, please tell us when applying, so that suitable arrangements can be put in place for any admission tests we set.
- Oversubscription criteria: our oversubscription criteria do not disadvantage disabled children or those with special educational needs. They are published in our admissions policy on the school website and on the Kent County Council website.

13. How does the school support pupils with disabilities?



We are committed to providing an accessible environment that values and includes all pupils, staff, parents and visitors, and to challenging attitudes about disability and building a culture of awareness and inclusion. Our Accessibility Plan covers three areas: access to the curriculum (including clubs, activities and school visits), access to our buildings, and providing written information in formats that suit pupils and parents. Some parts of our older buildings do not have step-free or lift access; where this affects a pupil, we move their lessons to accessible rooms, and the plan sets out the improvements we are working towards.

To make sure disabled pupils are not treated less favourably than other pupils, we provide:

- Adapted teaching and resources in the classroom, such as adjusted print and font sizes and school-issued laptops; where your child needs specialist equipment we do not have, we will aim to buy it or seek it on loan
- Support from learning support assistants and our specialist SEN teacher

- Access to SEND and curriculum support rooms, our two wellbeing areas and the school counsellor
- Advice and support from Kent's Specialist Teaching and Learning Service (including for hearing, visual and physical needs), occupational therapists and other professionals involved in your child's care
- Lessons moved to accessible ground-floor rooms where a pupil cannot reach a classroom
- Support to take part in trips and residential visits, including extra staff where appropriate, following a risk assessment by the trip leader
- Ongoing awareness training for staff and governors on disability discrimination

You can read our full Accessibility Plan here: https://www.manwoods.co.uk/attachments/download.asp?file=614&type=pdf

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

14. How will the school support my child's mental health and emotional and social development?

We want every pupil to develop emotional resilience and social skills. We teach this directly through PSHCE and tutor time, and indirectly through every conversation adults have with pupils during the day. For pupils who need more help in this area, we may also provide access to a counsellor, mentor time, a referral to CAMHS, or a time-out space to use when they need some time to regulate.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are encouraged to take part in our clubs and activities, which help build teamwork and friendships
- Every pupil has daily contact with their form tutor, who provides pastoral support and raises any wellbeing concerns with the pastoral team
- We listen to the views of pupils with SEND through their pupil passport reviews and through mentoring with members of the SEN team

- We run small-group support, such as social skills sessions, for pupils who need extra help with social or emotional development
- Pupils with SEND can use the SEN hub, our SEND and curriculum support rooms and our wellbeing areas
- We have a 'zero tolerance' approach to bullying. We teach pupils what bullying is, the harm it causes and how to report it, whether it happens in school or online. When bullying does happen, we act quickly, support the pupil who has been bullied and work with the pupil responsible to stop it happening again.

15. What support is in place for looked-after and previously looked-after children with SEND?



Our SENCO will ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

We work closely with the schools pupils attend before they join us, so that we have the information we need to make their move as smooth as possible. For more vulnerable pupils, we arrange extra transition visits as appropriate for each individual. When pupils leave us, we help them choose and prepare for their next setting and share further information with it where appropriate.

Between years

To help pupils with SEND be prepared for a new school year we:



- Share detailed information about each pupil's needs, and the approaches that work best for them, with all of their new teachers
- Give some pupils their new timetable early, so they can get to know their lessons, rooms and teachers
- Provide extra support at the start of the year for some pupils while they settle into their new timetable

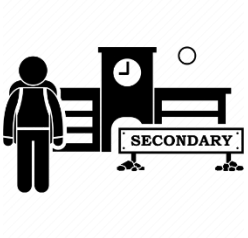
Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Joining us in Year 7

Our SENCO liaises with primary school SENCOs near the end of the summer term to discuss the needs of incoming pupils who receive SEND support. All Year 6 pupils are also visited in their primary school by a member of the Key Stage 3 team.

We help new pupils settle in by:



- Contacting parents to discuss how we can best welcome their child into our community
- Sharing information about each pupil's needs with their new teachers before they start
- Setting up new pupils with a buddy to help them settle in and make friends

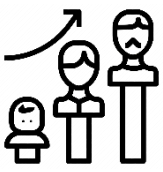
Moving into the sixth form

Before pupils with SEND start in the sixth form, we review their support with them so that it suits post-16 study, including any access arrangements for exams.

If your child joins our sixth form from another school, we will ask their previous school to share information about their needs so that support is in place from the start.

Sixth form pupils with SEND continue to have access to support from the SEN team.

Onto adulthood



We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Kent County Council's local offer. Kent County Council publishes its local offer at www.kent.gov.uk/education-and-children/special-educational-needs. If you do not have internet access, please make an appointment with the SENCO and we will help you find the information you need.

If you live outside Kent, your own local authority's local offer will also apply to you.

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation is:

Information, Advice and Support Kent (IASK), formerly the Kent Parent Partnership Service, gives free, impartial and confidential advice to parents of children with SEND aged 0 to 19. Helpline: 03000 413 000. Office: 03000 412 412. Email: iask@kent.gov.uk.

Other local support for families includes:

Kent PACT (Parents and Carers Together), Kent's parent carer forum, which supports and represents families of children with SEND: www.kentpact.org.uk

National charities that offer information and support to families of pupils with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

18. What should I do if I have a complaint about my child's SEND support?

Our complaints policy and procedure is available on the school website.

If you have a concern about your child's SEND provision, please raise it with the SENCO or a senior member of staff first, as most concerns can be resolved this way.

If your concern is not resolved, you can make a formal complaint to the Chair of the Governing Body, as set out in our complaints policy.

If your complaint is still not resolved after the governing body has considered it, a disagreement resolution or mediation service can be used. After that, you can appeal to the First-tier Tribunal (SEND) if the complaint is about disability discrimination, or to the Secretary of State in other cases. Some decisions about EHC plans are made by the local authority and carry a statutory right of appeal; the school cannot investigate complaints about those decisions. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Kent County Council can give you details of these services; see the special educational needs pages of the Kent County Council website.

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*



- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*

20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services, now known as children and young people's mental health services (CYPMHS)
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- Pupil passport – a short document, written with you and your child, that tells staff about your child's needs and the strategies that help them
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs

- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages